

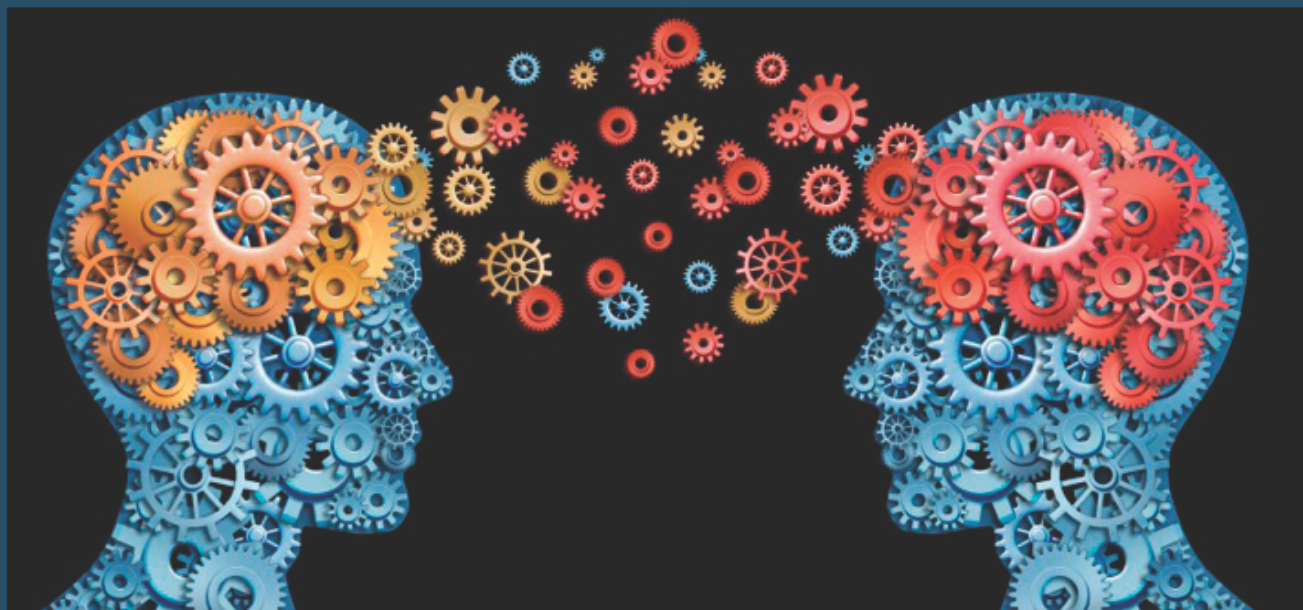


**CENTER FOR
TEACHING QUALITY**
TEACHERS TRANSFORMING TEACHING

PRESENTATION FOR Second Iowa Teacher and Principal Leadership Symposium

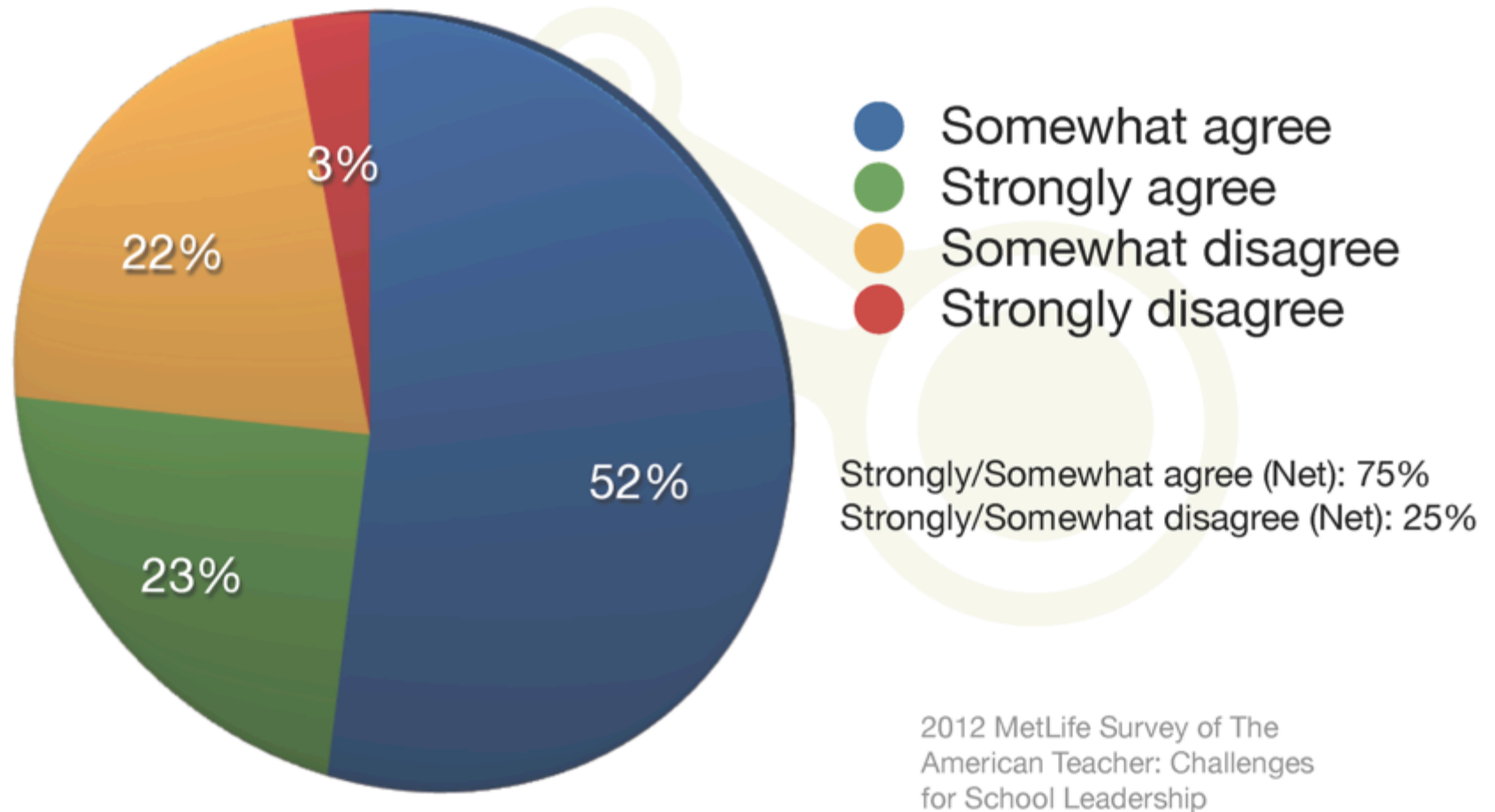
DATE August 4, 2014

Transforming Schools with Teacher Leadership: How Iowa Can Lead the Nation



BLURRING THE LINES OF THOSE WHO TEACH & THOSE WHO LEAD

Q: The job of the principal has become too complex



How teacher leaders develop in top-performing nations

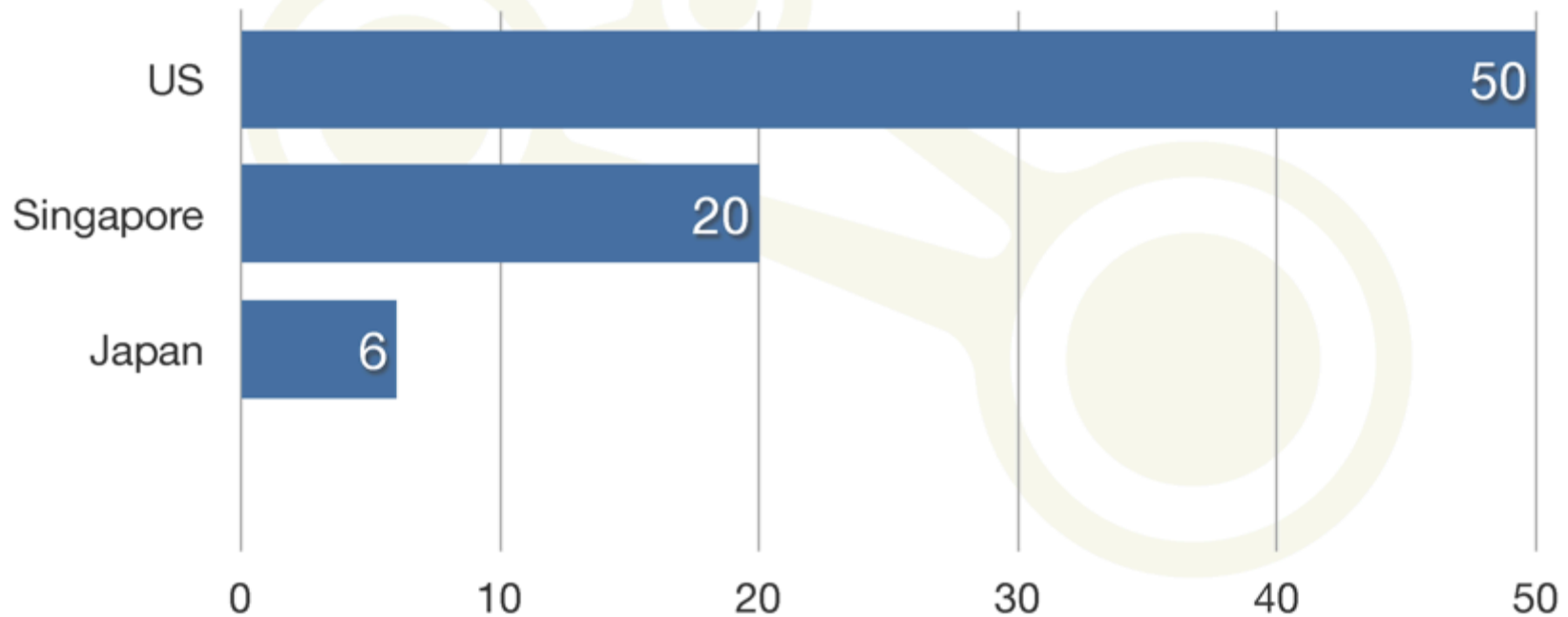
- Teacher education requires new recruits to develop research skills
- Inquiry-based, not data-driven, professional development
- Flexible teaching schedules
- “White space” for teachers to test out their solutions
- Expectations of peer review

A Global Network of Teachers and Their Professional Learning Systems



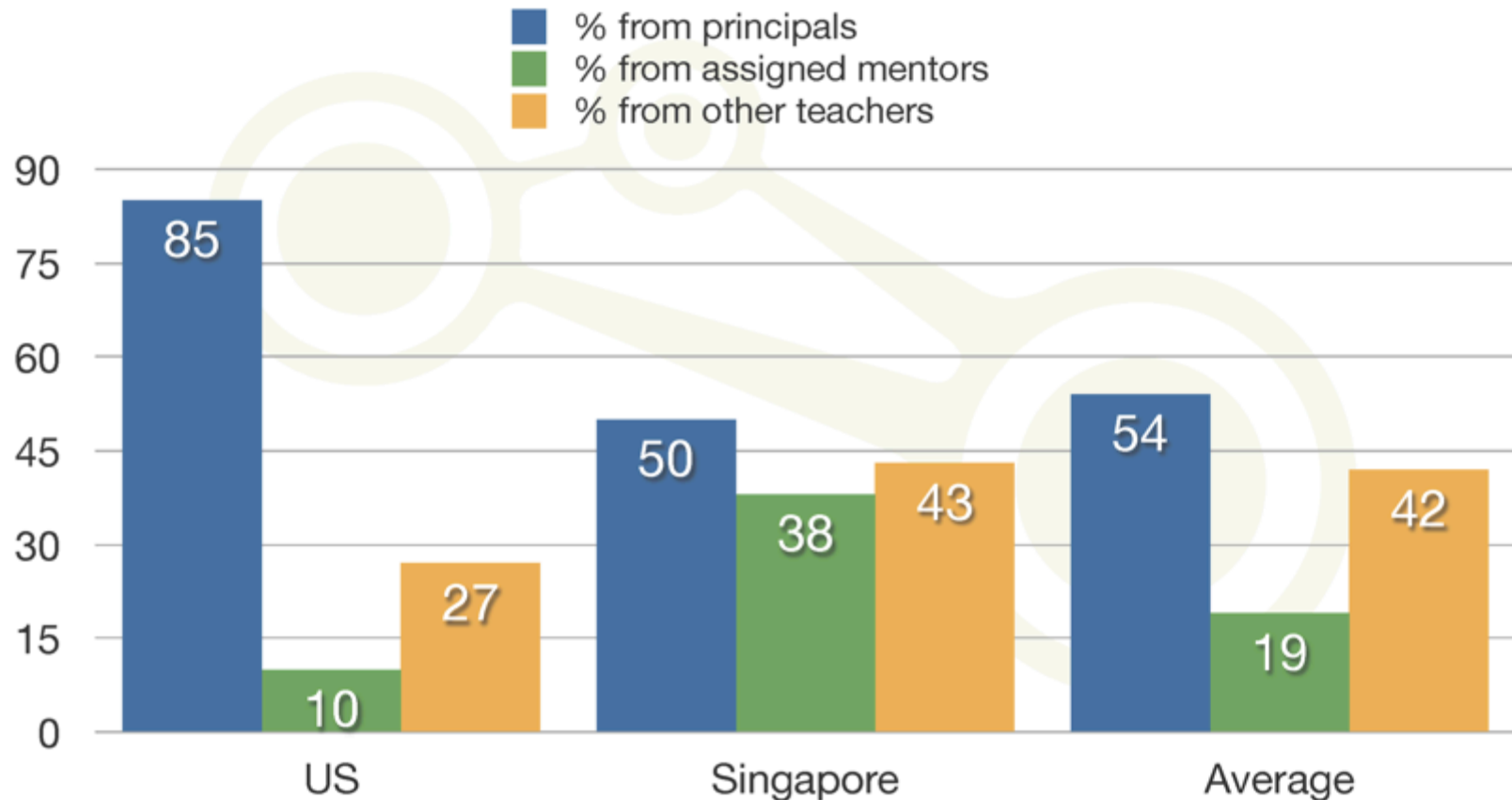
Teachers who never observe other teachers

■ % of teachers who never observe other teachers and offer feedback



2014 TALIS - Teaching and
Learning International Survey

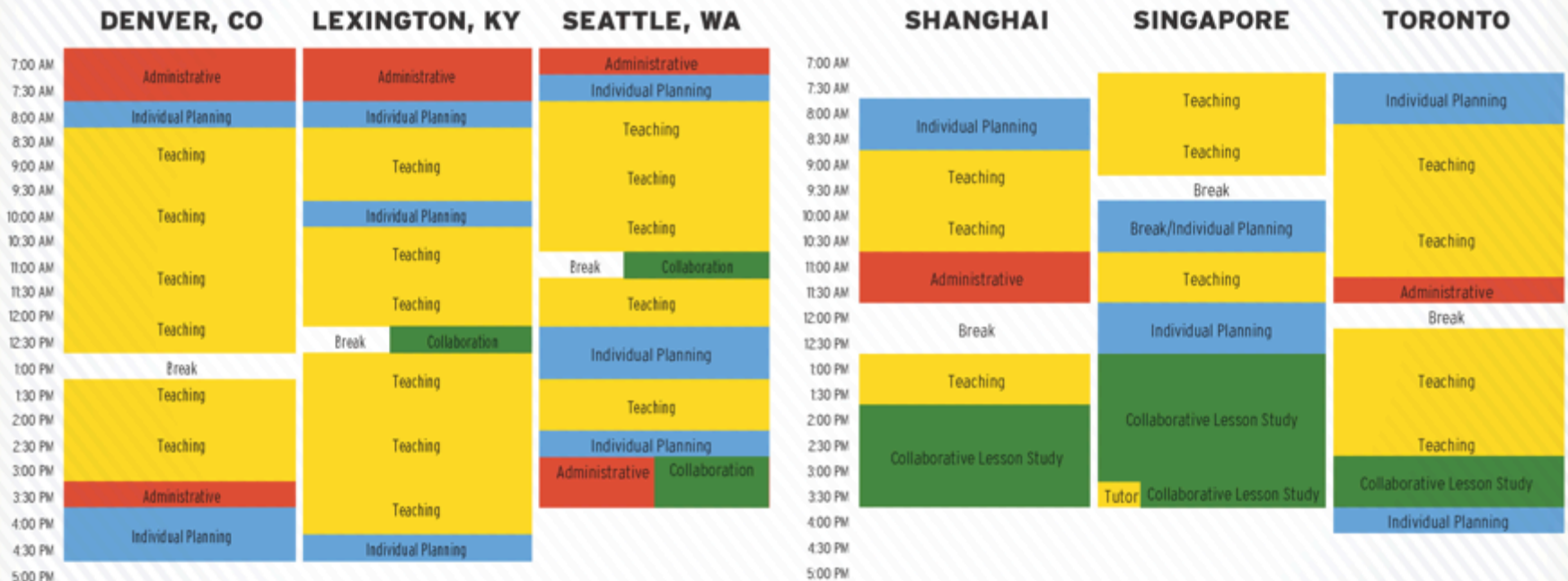
Teachers who receive feedback and mentorship



2014 TALIS - Teaching and
Learning International Survey

TIME FOR PROFESSIONAL LEARNING IN SIX GLOBAL CITIES

Typical Teacher Schedules



NOTE

Teaching schedules represent the typical experiences of the CTQ Global TeacherSolutions team and their colleagues. These are estimates and are not intended to represent all teachers in their respective school systems.

- Most teachers work at least 50 hours a week, well beyond their contract days.
- In Shanghai and Singapore, teachers teach students 10 to 18 hours a week.
- In the U.S and Canada, teachers teach students 25 to 32 hours a week.
- Singapore and Shanghai schedule additional time for teachers to engage in collaborative learning.

- Classroom Teaching
- Administrative Tasks
- Individual Planning
- Collaborative Lesson Study

4 big issues to address

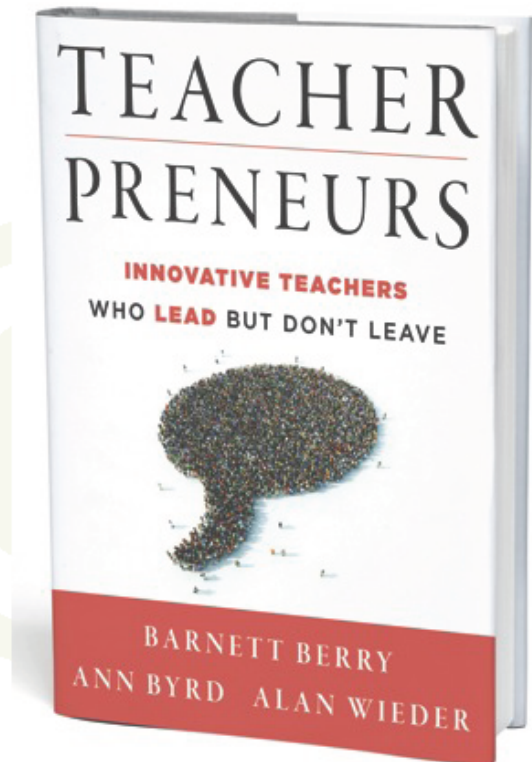
- Developing teachers as leaders
- Supporting administrators so teachers can lead
- Redesigning schools for teacher leadership
- Rethinking resources

“Teachers need the skills in developing the vision and how to communicate it to their colleagues...This year I’ve had the chance to build those skills through the TLI that pushes me to a higher level.”

**Brad Hurst, Johnston CSD,
CTQ Collaboratory, ISEA teacher leader (NEA TLI)**

Developing teachers as leaders

- Conduct action research
- “Travel” to see how others teach & lead
- Engage in reciprocal mentoring
- Develop skills in safe places to test out ideas/plans
- Work as “Externs”
- Going public with their ideas



Supporting administrators so teachers can lead

- Prepare principals to assess and assemble teacher expertise
- Create opportunities for administrators to learn from colleagues in networked schools
- Encourage administrators to teach routinely
- Reward principals for spreading the expertise of teachers

Redesigning schools for teacher leadership

- ◉ Assessing the conditions for teachers to lead effectively
 - ◉ Time to incubate and execute new ideas
 - ◉ Culture that expects teachers to learn from each other
- ◉ Re-think a more integrated curriculum, team teaching, and class sizes for some lessons
- ◉ Schools hiring “in-house” permanent “substitutes”
 - ◉ Highly qualified teachers who provide consistent coverage

“Having time and autonomy for teachers to make decisions is all too rare in our schools.... I promise you there are many teachers in every school who have great ideas about how to make Iowa schools better.”

**Anson Bonte, science teacher, Des Moines
CTQ Collaboratory, ISEA teacher leader (NEA TLI)**

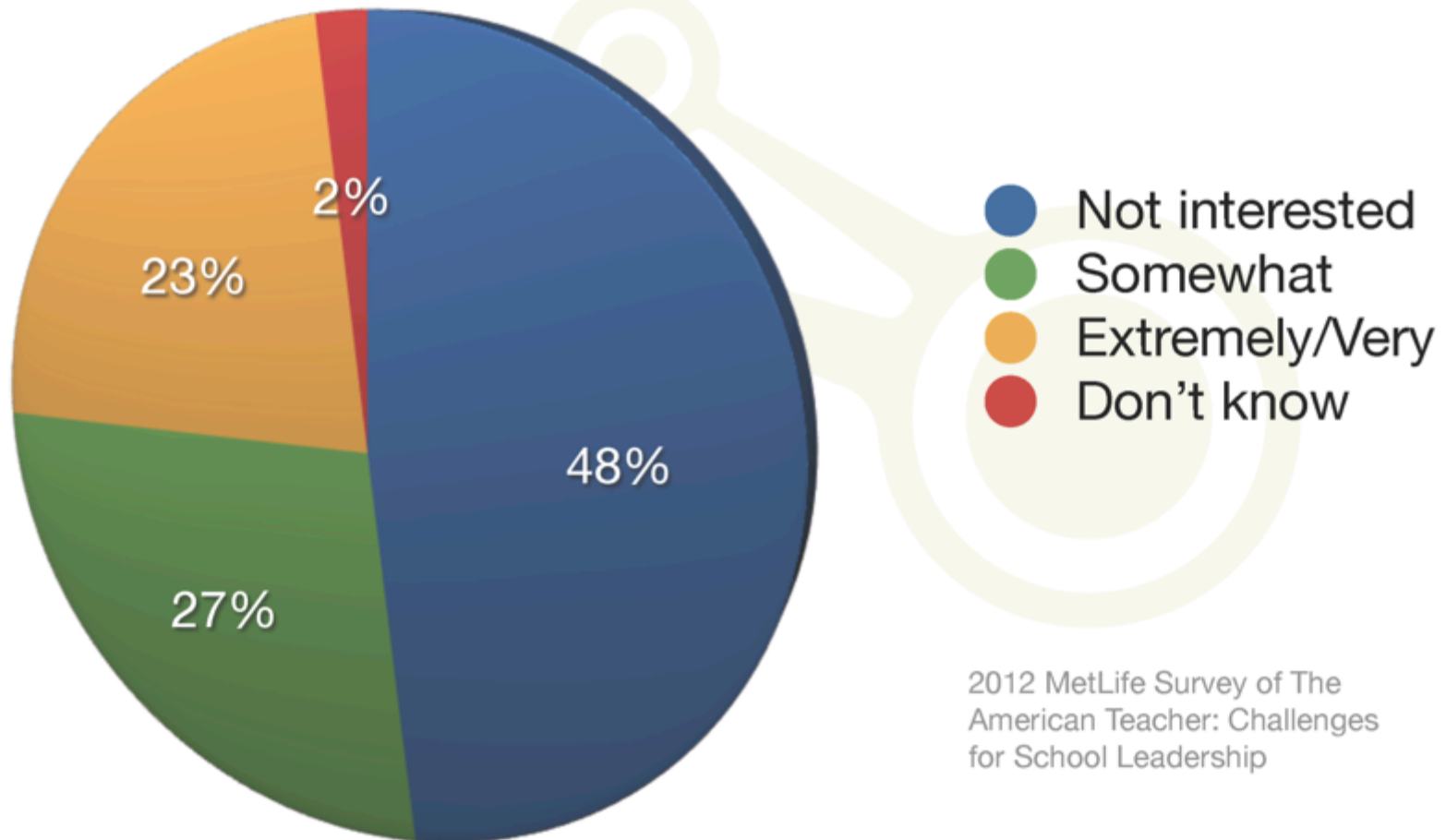
Re-thinking resources

- ◉ Current full-time coaches and supervisors teach some, so more teachers can lead
- ◉ Joint appointments between school districts and schools of education to support joint appointments for teachers
- ◉ Incentives for partnerships to develop between school districts and community-based organizations
- ◉ Utilize “cyberspace” practitioners (Iowa Online) to create time and space for students to learn and teachers and principals to lead differently

***“MOST OF OUR TEACHER QUALITY
IDEAS COME FROM THE U.S.
THE U.S. JUST DOES NOT EXECUTE
ITS OWN IDEAS VERY WELL.”***

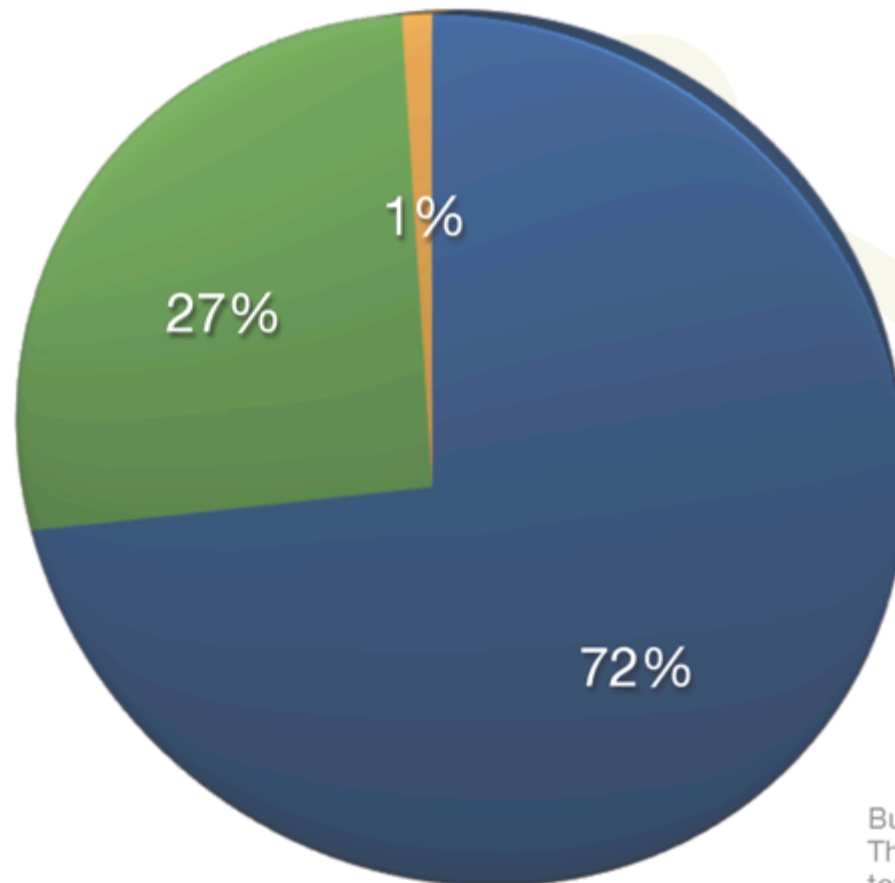
Ee Ling Low, National Institute of Education, Singapore

Q: Teachers interested in teaching AND leading (hybrid roles)



2012 MetLife Survey of The American Teacher: Challenges for School Leadership

Americans trust today's teachers



Do you have trust and confidence in the men and women who are teaching children in today's public schools?

- Yes
- No
- Don't know

Bushaw, B. and Lopez, S. (2013). Which way do we go: The 45th annual PDK/Gallup poll of the public attitudes toward the public schools. *Kappan*. Retrieved on September 1, 2013 at http://www.oapcs.org/files/u1/2013_PDKGallup.pdf



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**WE TRANSFORM EDUCATION BY ELEVATING
TEACHERS' BOLD IDEAS AND EXPERT PRACTICES.**

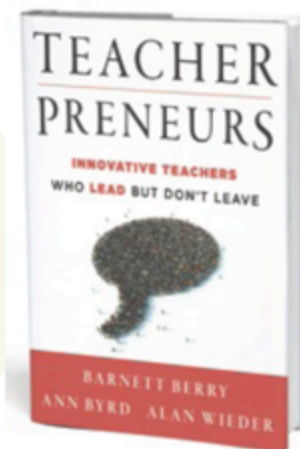
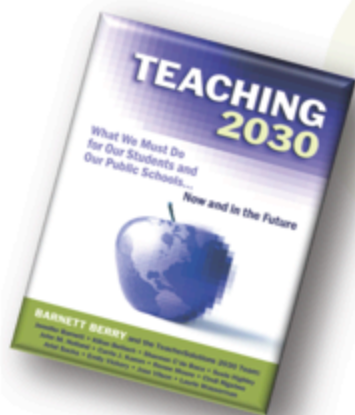


4 Must Dos

- Encourage broad experimentation and assess the pilots carefully,
- Measure how and why teachers are influencing one another for school improvement,
- Reward administrators who cultivate teacher leaders and help them spread their expertise; and
- Make the many effective teacher leaders of Iowa visible to the public.

Shannon C'de Baca

Award-winning chemistry teacher, Iowa Online



Get involved...

Connect with teacher
leaders in the CTQ
Collaboratory:
www.teachingquality.org



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